DOCUMENT RESUME

ED 472 404 CS 511 711

TITLE	Strand Tracker: Non-Fiction Objectives. The National Literacy Strategy.
INSTITUTION	Department for Education and Skills, London (England).
PUB DATE	2002-09-00
NOTE	30p.
AVAILABLE FROM	For full text: http://www.standards.dfee.gov.uk midbins/literacy/strandtracker.PDF.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	British National Curriculum; Educational Objectives; Elementary Education; Foreign Countries; *Literacy; *Nonfiction; *Writing Skills
IDENTIFIERS	*National Literacy Strategy (England); Text Types

ABSTRACT

These materials aim to help teachers make explicit links between teaching in the Literacy Hour and in the rest of the curriculum. The materials map teaching objectives from England's National Literacy Strategy's (NLS) Framework for Teaching to various text types and lists NLS resources which can be used to support teaching and learning. Text types outlined in the materials are: recount; non-chronological report; instructions; explanation; persuasion; discussion; and dictionaries and other alphabetically ordered texts. Non-fiction skills outlined in the materials are: locating information; note-making; organizational features; recording information; and critical literacy. (NKA)

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ED 472 404

The National **Literacy** *Strategy*

Strand tracker

Non-fiction objectives

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Strand tracker
Non-fiction objectives

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Recount

Reception	T12 through guided and independent writing: ■ to experiment with writing in a variety of play, exploratory and role-play situations ■ to write sentences to match pictures or sequences of pictures T14 to use experience of simple recounts as a basis for independent writing, such as retelling, substitution, extension, and through shared composition with adults T15 to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences
Year 1 Term 3	T18 to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when* T20 to write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. Make group/class books, e.g. *our day at school, our trip to...*
Year 2 Term 3	*Generic objective that could include recount* T20 to write non-fiction texts, using texts read as models for own writing
Year 3 Term 3	T16 to read examples of letters written for a range of purposes, e.g. to recount... T22 experiment with recounting the same event in a variety of ways, such as in the form of a story, a letter, a news report S6 to investigate through reading and writing how words and phrases signal time sequences, e.g. *first, then, after, meanwhile, from, where*
Year 4 Term 1	*Generic objective that could include recount* T16 to identify different types of text, e.g. their content, structure, vocabulary, style, layout and purpose T24 to write newspaper style reports, e.g. about school events or an incident from a story
Year 5 Term 1	T21 to identify the features of recounted texts such as sports reports, diaries, police reports, including: ■ introduction to set the scene ■ chronological sequence ■ supporting illustrations ■ degree of formality adopted ■ use of connectives, e.g. *first, next, once* T24 to write recounts based on subject, topic or personal experiences for (a) a close friend and (b) an unknown reader, such as an account of a field trip, a match, a historical event S9 to identify the past tense in recounts and use this awareness when writing for these purposes

Year 6 Term 1	T11 to distinguish between biography and autobiography: ■ recognising the effect on the reader of the choice between first and third person ■ distinguishing between fact, opinion and fiction ■ distinguishing between implicit and explicit points of view and how these can differ T14 to develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through: ■ preparing a CV ■ composing a biographical account based on research ■ describing a person from different perspectives, e.g. police description, school report, newspaper obituary
Year 6 Term 3	T22 to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types S1 to revise the language conventions and grammatical features of the different types of text such as: ■ recounts e.g. anecdotes, accounts of observations, experiences, etc.

Resources (recount)

- *The Literacy Training Pack (1998)*
  Ref: NLS54
  Module 6 Reading and writing for information
- *Teaching Writing – Support Materials for Text Level Objectives (2001)*
  Ref: DfES 0532/2001
  Writing Flier 1 – Improving writing
  Writing Flier 5 – Recount
- *Grammar for Writing (2000)*
  Ref: DfEE 0107/2000
  pp. 154–155 Summary of organisation and language features: Non-fiction texts
- *Developing Early Writing (2001)*
  Ref DfEE 0055/2001
  pp. 154–155 Summary of organisation and language features: Non-fiction texts
  pp. 41–42 Unit 2/Session 5 Reception Favourite toy being lost – Recount
  pp. 74–77 Unit 9 Year 1 The day the fire engine came to school – Recount
  pp. 88–92 Unit 10 Year 2 Geography/Recount linked to Katie Morag narrative

Non-chronological report

Reception	T12 through guided and independent writing: ■ to experiment with writing in a variety of play, exploratory and role-play situations ■ to write labels and captions for pictures or drawing ■ to write sentences to match pictures
Year 1 Term 1	T12 to read and use captions T14 to write captions for their own work
Year 1 Term 2	T23 to produce extended captions to describe artefacts T25 to assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports
Year 2 Term 3	*Generic objective that could include non-chronological reports* T20 to write non-fiction texts, using texts read as models for own writing T21 to write non-chronological reports based on structure of known texts, e.g. *There are two sorts of x...; They live in x...; the As have x...; but the B's etc.*, using appropriate language to present, sequence and categorise ideas
Year 3 Term 1	T22 to write simple non-chronological reports from known information, e.g. from own experience or from text read using notes made to organise and present ideas
Year 4 Term 1	*Generic objective that could include non-chronological reports* T16 to identify different types of text, e.g. their content, structure, vocabulary, style, layout and purpose T27 to write a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings by: ■ generalising some of the details ■ deleting the least important details
Year 5 Term 2	T22 to plan, compose, edit and refine short non-chronological reports using reading as a source, focusing on clarity, conciseness and impersonal style
Year 6 Term 1	T13 to secure understanding of the features of non-chronological reports: ■ introductions to set the scene ■ use of short statements to introduce each new item ■ language to describe and differentiate ■ impersonal language ■ mostly present tense T17 to write non-chronological reports linked to other subjects

Year 6 Term 3	T22 to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types
Year 6 Term 3	S1 to revise the language conventions and grammatical features of the different types of text such as: ■ reports, e.g. factual writing, descriptions

Resources (non-chronological report)

- *The Literacy Training Pack (1998)*
  Ref: NLS54
  Module 6 Reading and writing for information
- *Teaching Writing – Support Materials for Text Level Objectives (2001)*
  Ref: DfES 0532/2001
  Writing Flier 1 – Improving writing
  Writing Flier 7 – Non-chronological report
- *Grammar for Writing (2000)*
  Ref: DfEE 0107/2000
  pp. 154–155 Summary of organisation and language features: Non-fiction texts
- *Developing Early Writing (2001)*
  Ref: DfEE 0055/2001
  pp. 154–155 Summary of organisation and language features: Non-fiction texts
  pp. 66–69 Unit 7 Year 1 Wheels – Non-chronological report
  pp. 116–124 Unit 15 Year 2 Non-chronological report
- *Developing Early Writing Video*
  03:17 – 18:49 Reception Precious toys – Report writing
  18:54 – 36:41 Year 1 Scooters – Report writing
- *Year 6 Planning Exemplification: Booklet 2*
  Ref: DfES 0799/2001
  pp. 7–20 Non-chronological report

Instructions

Reception	T15 to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, such as giving directions
Year 1 Term 1	T13 to read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks, etc. T16 to write and draw simple instructions and labels for everyday classroom use, e.g. in role-play area, for equipment, etc.
Year 2 Term 1	T13 to read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something T14 to note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language T15 to write simple instructions, e.g. getting to school, playing a game, etc. T16 to use models from reading to organise instructions sequentially, e.g. listing points in order with each point depending on the previous one, numbering T17 to use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions T18 to use appropriate register in writing instructions, i.e. direct, impersonal, building on texts read S6 to use a variety of simple organisational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships
Year 3 Term 2	T12 to identify the different purposes of instructional texts, e.g. recipes, route-finders, timetables, instructions, plans, rules T13 to discuss the merits and limitations of particular instructional texts, including IT and other media texts, and to compare these with others, where appropriate, to give an overall evaluation T14 to understand how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys T15 to read and follow simple instructions T16 to write instructions, e.g. rules for playing games, using a range of organisational devices, recognising the importance of correct sequence S10 to understand the differences between verbs in the 1st, 2nd and 3rd person, e.g. *I/we do , you/you do, he/she/they do/does*, through: ■ discussing the purposes for which each can be used ■ relating to different types of text, e.g. 1st person for diaries, personal letters; 2nd person for instructions, directions; 3rd person for narrative, recounts

Year 4 Term 1	*Generic objective that could include instructions* T16 to identify different types of text from the point of view of their content, structure, vocabulary, style, layout and purpose T22 to identify features of instructional texts including: ■ noting the intended outcome at the beginning ■ listing materials or ingredients ■ setting out sequential stages clearly ■ language of commands, e.g. imperative verbs T25 to write clear instructions using conventions learned from reading T26 to improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numbering
Year 5 · Term 1	T22 to read and evaluate a range of instructional texts in terms of their: ■ purposes ■ organisation and layout ■ clarity and usefulness T25 to write instructional texts, and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games S9 to identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes
Year 6 Term 3	T22 to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types S1 to revise the language conventions and grammatical features of the different types of text such as: ■ instructional texts, e.g. instructions and directions

Resources (instructions)

- *The Literacy Training Pack (1998)*
  Ref: NLS54
  Module 6 Reading and writing for information
- *Teaching Writing – Support Materials for Text Level Objectives (2001)*
  Ref: DfES 0532/2001
  Writing Flier 1 – Improving writing
  Writing Flier 6 – Instructions
- *Grammar for Writing (2000)*
  Ref: DfEE 0107/2000
  pp. 154–155 Summary of organisation and language features: Non-fiction texts
- *Developing Early Writing (2001)*
  Ref: DfEE 0055/2001
  pp. 43–50 Unit 3 Year 1 How to use the printer – Instructions
  pp. 93–97 Unit 11 Year 2 Planting beans – Instructions

Explanation

Reception	*Generic objective that could include explanations* T12 through guided and independent writing: ■ to experiment with writing in a variety of play, exploratory and role-play situations ■ to write sentences to match pictures or sequences of pictures
Year 1 Term1	*Generic objective that could include explanations* T12 to read and use captions T14 to write captions for their own work
Year 1 Term 2	T23 to produce extended captions, e.g. to explain paintings in wall displays
Year 2 Term 2	T19 to read flow charts and cyclical diagrams that explain a process T21 to produce simple flow charts or diagrams that explain a process
Year 3 Term 3	T16 to read examples of letters written for a range of purposes, e.g. to explain
Year 4 Term 2	T20 to identify from examples the key features of explanatory texts: ■ purpose: to explain a process or to answer a question ■ structure: introduction, followed by sequential explanation, organised into paragraphs ■ language features: usually present tense; use of connectives of time and cause and effect; use of passive voice ■ presentation: use of diagrams, other illustrations T24 to improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering T25 to write explanations of a process, using conventions identified through reading
Year 5 Term 2	T15 to read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences; use of passive voice; technical vocabulary; hypothetical language (*if...then, might when the...*); use of words/phrases to make sequential, causal or logical connections, e.g. *while, during, after, because, due to, only when, so* T22 to plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style
Year 6 Term 3	T15 to secure understanding of the features of explanatory texts from Year 5 term 2 T22 to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types S1 to revise the language conventions and grammatical features of the different types of text such as: ■ explanatory texts (how and why)

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Resources (explanation)

- *The Literacy Training Pack (1998)*
  Ref: NLS54
  Module 6 Reading and writing for information
- *Teaching Writing – Support Materials for Text Level Objectives (2001)*
  Ref: DfES 0532/2001
  Writing Flier 1 – Improving writing
  Writing Flier 8 – Explanation
- *Grammar for Writing (2000)*
  Ref: DfEE 0107/2000
  pp. 154–155 Summary of organisation and language features: Non-fiction texts
- *Developing Early Writing (2001)*
  Ref: DfEE 0055/2001
  pp. 154–155 Summary of organisation and language features: Non-fiction texts
  pp. 104–110 Unit 13 Year 2 Explanations and glossaries
- *Shared writing on school placement (2001) Trainee/teacher file*
  Ref: DfEE 0001/2001
  pp. 69–76 Year 5/6 Explanation text

Persuasion

Reception	*Generic objective that could include persuasion* T12 through guided and independent writing: ■ to experiment with writing in a variety of play, exploratory and role-play situations ■ to write sentences to match pictures or sequences of pictures
Year 1 Term 1	*Generic objectives that could include persuasion* T12 to read and use captions T14 to write captions for their own work
Year 2 Term 3	*Generic objective that could include persuasion* T20 to write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions
Year 3 Term 1	*Generic objective that could include persuasion* T21 to read information passages and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the four or five key points covered
Year 4 Term 3	T16 to read, compare and evaluate examples of arguments and discussions, e.g. letters to the press, articles, discussion of issues in books, e.g. about the environment or animal welfare T17 how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments T18 from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader T19 to evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words T21 to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules T22 to use writing frames if necessary to back up points of view with illustrations and examples T23 to present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader T25 to design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples S4 the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure an arguments, e.g. *'if..., then'; 'on the other hand...'; 'finally'; 'so'*

Year 5 Term 3	T12 to read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate T13 to read other examples, e.g. newspaper comment, headlines, adverts, fliers, to compare writing which informs and persuades, considering, e.g. the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact T14 to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information T15 from reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. '*surely*', '*it wouldn't be very difficult…*'; persuasive definitions, e.g. '*no one but a complete idiot…*', '*every right-thinking person would…*', '*the real truth is…*'; rhetorical questions, e.g. '*are we expected to…?*', '*where will future audiences come from…?*'; pandering, condescension, concession, e.g. '*Naturally, it takes time for local residents…*'; deliberate ambiguities, e.g. '*probably the best…in the world*' '*known to cure all…*', '*the professional's choice*' T17 to draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state T18 to write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points T19 to construct and argument in note form or full text to persuade others of a point of view and: ■ present the case to the class or a group ■ evaluate its effectiveness S2 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures
Year 6 Term 2	T15 to recognise how arguments are constructed to be effective through, for example: ■ the expression, sequence and linking of points ■ the provision of persuasive examples, illustration and evidence ■ pre-empting or answering potential objections ■ appealing to the known views and feelings of the audience T18 to construct effective arguments: ■ developing a point logically and effectively ■ supporting and illustrating points persuasively ■ anticipating possible objections ■ harnessing the known views, interests and feelings of the audience ■ tailoring the writing to formal presentation where appropriate

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	S5 to use reading to: ■ investigate conditionals, e.g. using *if...then, might, could, would,* and their uses, e.g. in deduction, speculation, supposition W8 to build a bank of useful terms and phrases for argument, e.g. *similarly... whereas...*
Year 6 Term 3	T22 to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types S1 to revise the language conventions and grammatical features of the different types of text such as: ■ persuasive texts, e.g. opinions, promotional literature

Resources (persuasion)

- *The Literacy Training Pack (1998)*
  Ref: NLS54
  Module 6 Reading and writing for information
- *Teaching Writing – Support Materials for Text Level Objectives (2001)*
  Ref: DfES 0532/2001
  Writing Flier 1 – Improving writing
  Writing Flier 9 – Persuasion
- *Grammar for Writing (2000)*
  Ref: DfEE 0107/2000
  pp. 154–155 Summary of organisation and language features: Non-fiction texts
- *Shared writing on school placement (2001) Trainee/teacher file*
  Ref: DfEE 0001/2001
  pp. 57–68 Year 5 Persuasive writing/geography

Discussion

Reception	*Generic objective that could include discussion* T12 through guided and independent writing: ■ to experiment with writing in a variety of play, exploratory and role-play situations ■ to write sentences to match pictures or sequences of pictures
Year 1 Term 2	*Generic objectives that could include discussion* T12 to read and use captions T14 to write captions for their own work
Year 2 Term 3	*Generic objective that could include discussion* T20 to write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions
Year 3 Term 1	*Generic objective that could include discussion* T21 to read information passages and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the four or five key points covered
Year 4 Term 3	*These objectives relate to persuasive texts. This prepares children to argue a particular point of view and teachers can take the opportunity to help them see – and argue – both sides of contentious arguments, i.e. discussion* T16 to read, compare and evaluate examples of arguments and discussions, e.g. letters to the press, articles, discussion of issues in books, e.g. about the environment or animal welfare T17 how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments T21 to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules T22 to use writing frames if necessary to back up points of view with illustrations and examples S4 the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. *'if..., then'; 'on the other hand'; 'so'*

Year 5 Term 3	*These objectives relate to persuasive texts. This prepares children to argue a particular point of view and teachers can take the opportunity to help them see – and argue – both sides of contentious arguments, i.e. discussion* T12 to read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering: (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate T13 to read other examples, e.g. newspaper comment, headlines, adverts or fliers and compare writing which informs and persuades, considering, e.g.: ■ the deliberate use of ambiguity, half-truth, bias ■ how opinion can be disguised to seem like fact T14 to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information T15 from reading, to collect and investigate use of persuasive devices, for example words and phrases, e.g. '*surely*', '*it wouldn't be very difficult...*'; persuasive definitions, e.g. '*no one but a complete idiot...*', '*every right-thinking person would...*', '*the real truth is...*'; rhetorical questions, e.g. '*are we expected to...?*', '*where will future audiences come from...?*'; pandering, condescension, concession, e.g. '*Naturally, it takes time for local residents...*'; deliberate ambiguities, e.g. '*probably the best... in the world*', '*known to cure all...*' '*the professionals' choice*' T17 to draft and write individual, group or class letters for real purposes, e.g. to put a point of view, comment on an emotive issue, protest; to edit and present to finished state T18 to write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points T19 to construct an argument in note form or full text to persuade others of a point of view and: ■ present the case to the class or a group ■ evaluate its effectiveness S2 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures
Year 6 Term 2	T15 to recognise how arguments are constructed to be effective through, for example: ■ the expression, sequence and linking of points ■ the provision of persuasive examples, illustrations and evidence ■ pre-empting or answering potential objections ■ appealing to the known views and feelings of the audience T16 to identify the features of balanced written arguments which: ■ summarise different sides of an argument ■ clarify the strengths and weaknesses of different positions ■ signal personal opinion clearly

	T18 to construct effective arguments: ■ developing a point logically and effectively ■ supporting and illustrating points persuasively ■ anticipating possible objections ■ harnessing the known views, interests and feelings of the audience ■ tailoring the writing to formal presentation where appropriate T19 to write a balanced report of a controversial issue: ■ summarising fairly the competing views ■ analysing strengths and weaknesses of different positions S5 to use reading to: ■ investigate conditionals, such as *if... then, might, could, would,* and their uses in deduction, speculation, supposition ■ use these forms to construct sentences which express, e.g. possibilities, hypotheses ■ explore use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future) W8 to build a bank of useful terms and phrases for argument, e.g. *similarly... whereas...*
Year 6 Term 3	T22 to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types S1 to revise the language conventions and grammatical features of the different types of text such as: ■ discursive texts, e.g. balanced arguments

Resources (discussion)

- *The Literacy Training Pack (1998)*
  Ref: NLS54
  Module 6 Reading and writing for information
- *Teaching Writing – Support Materials for Text Level Objectives (2001)*
  Ref: DfES 0532/2001
  Writing Flier 1 – Improving writing
  Writing Flier 10 – Discussion
- *Grammar for Writing (2000)*
  Ref: DfEE 0107/2000
  pp. 154–155 Summary of organisation and language features: Non-fiction texts
- *Year 6 Planning Exemplification: Booklet 2*
  Ref: DfES 0799/2001
  pp. 32–48

Dictionaries and other alphabetically ordered texts

This includes any incidental references to indexes, glossaries in the non-fiction strand, and references to continuous dictionary work, whether explicitly mentioned in the range requirements or not.

Key Stage 1 *The reference to 'making collections of words' which occurs throughout the vocabulary extension section of the word level work could include making alphabetical lists*	
Reception	W3 understanding alphabetical order through alphabet books, rhymes and songs
Year 1 Term 1	W2 from YR, to practise and secure alphabetic letter knowledge and alphabetic order
Year 1 Term 2	T20 to use simple dictionaries, and to understand their alphabetical organisation T21 to understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter
Year 2 Term 2	T16 to use dictionaries to locate words by using initial letter T17 to understand that dictionaries and glossaries give definitions and explanations; to discuss what definitions are; to explore some simple definitions in dictionaries T18 to use other alphabetically ordered texts, e.g. indexes, directories, listings, registers; to discuss how they are used T20 to make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics derived from stories, poems
Year 2 Term 3	T15 to use a contents page to find way about text

Key Stage 2	
The range of dictionaries expands throughout the key stage to include, among others, rhyming dictionaries (Year 4, term 1), slang dictionaries (Year 5, term 3), etymological dictionaries (Year 6, term 1), and dictionaries of proverbs (Year 6, term 2) *Throughout Years 3 and 4 under Spelling Strategies there is reference every term to 'using word banks, dictionaries etc.' This changes in Year 5 and Year 6 to 'using dictionaries and IT spell-checks.* *There is mention of children keeping individual lists, e.g. spelling logs of misspelt words under Spelling Strategies every term. This is likely to be alphabetically ordered.*	
Year 3 Term 1	T18 to locate information, using indexes, bibliographies, etc. W6 to use independent spelling strategies, including using word banks, dictionaries, etc. W13 to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries W15 to have a secure understanding of the purpose and organisation of the dictionary W16 to understand the purpose and organisation of the thesaurus, and to make use of it to find synonyms
Year 3 Term 2	W6 to use independent spelling strategies, including using word banks, dictionaries, etc. W19 to use dictionaries to learn or check the spellings and definitions of words W20 to write their own definitions of words, developing precision and accuracy in expression W21 to use the term *definition* W22 to know the quartiles of the dictionary, e.g. 'm' lies around halfway mark, 't' towards the end W23 to organise words or information alphabetically, using the first two letters
Year 3 Term 3	T17 to scan indexes, directories and IT sources, etc. to locate information quickly and accurately T24 to make alphabetically ordered texts, using information from other subjects, own experience or derived from other information books, e.g. a book about building materials, sports W6 to use independent spelling strategies, including using word banks, dictionaries, etc. W15 to understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings, and that this can provide a guide to spelling

Year 4 Term 1	W3 to use independent spelling strategies, including using word banks, dictionaries, etc. W12 to use 3rd and 4th place letters to locate and sequence words in alphabetical order W13 to use a rhyming dictionary, e.g. in composing jingles
Year 4 Term 2	W3 to use independent spelling strategies, including using word banks, dictionaries, etc.
Year 4 Term 3	W3 to use independent spelling strategies, including using word banks, dictionaries, etc.
Year 5 Term 1	W3 to use independent spelling strategies, including using dictionaries and IT spell-checks W9 to collect and classify a range of idiomatic phrases, clichés and expressions Compare, discuss, speculate about meaning/origins and check in dictionaries
Year 5 Term 2	T17 to locate information confidently and efficiently through using indexes W3 to use independent spelling strategies, including using dictionaries and IT spell-checks
Year 5 Term 3	W3 to use independent spelling strategies, including using dictionaries and IT spell-checks W11 to use a range of dictionaries and understand their purpose, e.g. dictionaries of slang, phrases, idioms, contemporary usage, synonyms, antonyms and quotations, and thesauruses W12 to use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding
Year 6 Term 1	W3 to use independent spelling strategies, including using dictionaries and IT spell-checks W10 to understand the function of the etymological dictionary, and use it to study words of interest and significance
Year 6 Term 2	W3 to use independent spelling strategies, including using dictionaries and IT spell-checks W6 to collect and explain the meanings and origins of proverbs, e.g. *a rolling stone gathers no moss, familiarity breeds contempt*, by referring to dictionaries of proverbs and other reference sources
Year 6 Term 3	W3 to use independent spelling strategies, including using dictionaries and IT spell-checks

The alphabetic text section (p18–20) is taken from *Strand Tracker: Planning for Progression* published by the Advisory Service for Shropshire, Telford & Wrekin. The use of this extract is gratefully acknowledged.

Locating information

Reception	T1 to track the text in the right order, page by page, left to right, top to bottom
Year 1 Term 2	T20 to use simple dictionaries, and to understand their alphabetical organisation T21 to understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter
Year 1 Term 3	T19 to locate parts of text that give particular information, including labelled diagrams and charts
Year 2 Term 2	T16 to use dictionaries to locate words by using initial letter T18 to use other alphabetically ordered texts, e.g. indexes, directories, listings, registers; to discuss how they are used
Year 2 Term 3	T15 to use a contents page and index to find way about text T16 to scan a text to find specific sections, e.g. key words or phrases, sub-headings T17 to skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about
Year 3 Term1	T18 to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies
Year 3 Term 3	T17 to scan indexes, directories and IT resources, etc. to locate information quickly and accurately T18 to locate books by classification in class or school libraries
Year 4 Term 1	T18 to select and examine opening sentences that set scenes; to pick out key sentences/phrases that convey information
Year 4 Term 2	T15 to appraise a non-fiction book for its contents and usefulness by scanning headings, contents list, etc. T17 to scan texts on print or screen to locate key words or phrases, useful headings and key sentences
Year 5 Term 2	T17 to locate information confidently and effectively through ■ using contents, indexes, sections, headings ■ skimming to gain overall sense of text ■ scanning to locate specific information ■ close reading to aid understanding ■ text-marking ■ using CD-ROM and other IT sources where available
Year 6 Term 3	T17 to appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value T18 to secure the skills of skimming, scanning and efficient reading so that research is fast and effective

Note-making

Reception	No explicit mention although the use of experimentation in writing (T12) and lists and labels (T15) could include simple note-making
Year 1 Term 1	T15 to make simple lists for planning, reminding, etc.
Year 2 Term 3	T19 to make simple notes from non-fiction, e.g. key words and phrases, page references, headings, to use in subsequent writing
Year 3 Term 1	T20 to read information passages, identifying main points or gist of text, e.g. by noting or underlining key words or phrases, listing the four or five key points covered T21 to make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source
Year 3 Term 2	T17 to make clear notes, through: ■ discussing the purpose of note-making and looking at simple examples ■ identifying the purpose for which particular notes will be used ■ identifying key words, phrases or sentences in reading ■ exploring ways of writing, ideas, messages, in shortened forms such as notes, lists, headlines, telegrams; to understand that some words are more essential to meaning than others ■ making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in writing or on screen ■ identifying intended audience, i.e. self or others
Year 3 Term 3	T25 to revise and extend work on note-making from previous term
Year 4 Term 2	T18 to mark extracts by annotating and by selecting key headings, words or sentences, or noting these T21 to make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form T22 to fill out brief notes into connected prose T23 to collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram
Year 4 Term 3	T20 to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words T24 to summarise in writing the key ideas from, for example, a paragraph or chapter

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Year 5 Term 1	T23 to discuss the purpose of note-making and how this influences the nature of notes made T26 to make notes for different purposes such as noting key points as a record of what has been read, listing cues for a talk, and building on these notes in their own writing or speaking T27 to use simple abbreviations in note-making S4 to understand how writing can be adapted for different purposes, e.g. by changing vocabulary and sentence structure
Year 5 Term 2	T18 to understand how authors record and acknowledge their sources T20 note-making: to discuss what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt T21 to convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation T23 to record and acknowledge sources in their own writing S3 to understand how writing can be adapted for different purposes, e.g. by changing vocabulary and sentence structure
Year 5 Term 3	T16 note making: to sift through passages for relevant information and present ideas which are effectively grouped and linked
Year 6 Term 2	S4 to revise work on contracting sentences: ■ summarising ■ note-making

Resources (note-making)

- *The Literacy Training Pack (1998)*
  Ref: NLS54
  Module 6 Reading and writing for information
- *Teaching Writing – Support Materials for Text Level Objectives (2001)*
  Ref: DfES 0532/2001

Each of the non-fiction writing fliers contains ideas for note-making
Writing Flier 5 – Recount
Writing Flier 6 – Instructions
Writing Flier 7 – Non-chronological report
Writing Flier 8 – Explanation
Writing Flier 9 – Persuasion
Writing Flier 10 – Discussion

Organisational features

Organisational features of non-fiction books: contents, index, glossary, headings, subheadings, layout, font

Reception	No explicit mention but rereading familiar information books (T6) could include discussion of organisational features
Year 1 Term 2	T17 to use terms 'fiction' and 'non-fiction', noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams T19 to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does T21 to understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter
Year 2 Term 2	T16 to use glossaries T17 to understand that glossaries give definitions and explanations to discuss what definitions are, explore some simple definitions in dictionaries T18 to use other alphabetically ordered texts, e.g. indexes, directories, listings, registers; to discuss how they are used T20 to make class dictionaries and glossaries
Year 2 Term 3	T15 to use a contents page and index to find way about text T16 to scan a text to find specific sections, e.g. sub-headings T17 to skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about T20 to write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions
Year 3 Term 1	T17 to notice differences in the style and structure of fiction and non-fiction writing T18 to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies T19 to compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources
Year 3 Term 3	T17 to scan indexes, directories and IT resources, etc. to locate information quickly and accurately T24 to make alphabetically ordered texts T21 to use IT to bring to published form, discuss relevance of layout, font, etc.
Year 4 Term 1	T17 to identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information effectively T24 to write newspaper style reports including: ■ using IT to draft and layout reports

Year 4 Term 2	T15 to appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list T17 to scan texts on print or screen to find useful headings
Year 5 Term 1	T22 to read and evaluate a range of instructional texts in terms of their purposes, organisation and layout
Year 5 Term 2	T17 to locate information confidently and effectively through using contents, indexes, sections, headings
Year 6 Term 1	T18 to use IT to bring to publication standard, e.g. compiling a class newspaper, paying attention to layout and presentation
Year 6 Term 2	T17 to read and understand official language and its characteristic features, e.g. layout, use of footnotes, headings, etc.
Year 6 Term 3	T19 to review a range of non-fiction text types and their characteristics

Recording information

Reading, understanding and using different ways of recording information, for example labels, graphs, grids and diagrams.

Reception	T11 to distinguish between writing and drawing T12 through guided and independent writing to write labels for pictures and drawings
Year 1 Term 1	T16 to write labels for everyday classroom use, e.g. in role-play area, for equipment
Year 1 Term 2	T22 to write labels for drawings and diagrams, e.g. parts of the body, growing beans
Year 1 Term 3	T19 to identify simple questions and use text to find answers. To locate parts of text that give particular information, including labelled diagrams and charts, e.g. parts of a car, what pets eat, clothes that keep us warm T22 to write own questions prior to reading for information and to record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on IT
Year 2 Term 1	T17 to use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions
Year 2 Term 2	T19 to read flow charts and cyclical diagrams that explain a process T21 to produce simple flow charts or diagrams that explain a process
Year 3 Term 1	T19 to compare the way information is presented including IT-based sources T21 to make a simple record of information from texts read, e.g. by completing a chart
Year 3 Term 2	T14 to understand how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys T16 to write instructions using a range of organisational devices
Year 4 Term 1	T17 to identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently
Year 4 Term 2	T21 to make short notes in diagrammatic form T23 to collect information from a variety of sources and present it one simple format, e.g. wall chart, labelled diagram
Year 4 Term 3	T17 how arguments are presented, e.g how statistics, graphs, etc. can be used to support arguments

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Critical literacy

Reception	T13 to think about and discuss what they intend to write, ahead of writing it
Year 1 Term 2	T17 to use terms 'fiction' and 'non-fiction', noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams T19 to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustrations; to discuss what it might tell in advance of reading and checking to see if it does
Year 1 Term 3	T17 to recognise that non-fiction books on similar themes can give different information and present similar information in different ways T22 to write own questions prior to reading for information and to record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on IT
Year 2 Term 3	T13 to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately T14 to pose questions and record these in writing, prior to reading non-fiction to find answers T18 to evaluate the usefulness of a text for its purpose
Year 3 Term 1	T21 to read information passages and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the four or five key points covered
Year 3 Term 2	T13 to discuss the merits and limitations of particular instructional texts, including IT and other media texts, and to compare these with others, where appropriate, to give an overall evaluation
Year 3 Term 3	T19 to summarise orally in one sentence the content of a passage or text, and the main point it is making T22 to experiment with recounting the same event in a variety of ways, e.g. in the form of a story, a letter, a news report T26 to summarise in writing the content of a passage or text and the main point it is making
Year 4 Term 1	T18 to select and examine opening sentences that set scenes, capture interest, etc.; to pick out key sentences/phrases that convey information T19 to understand and use the terms 'fact' and 'opinion'; and to begin to distinguish the two in reading and other media
Year 4 Term 2	T15 to appraise a non-fiction book for its content and usefulness by scanning headings, contents list, etc. T23 to collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram

Year 4 Term 3	T16 to read, compare and evaluate examples of arguments and discussions, e.g. letters to the press, articles, discussion of issues in books, e.g. about the environment or animal welfare T17 to understand how arguments are presented, e.g. ordering points to link them together so that one follows from another; to understand how statistics, graphs, etc can be used to support arguments T18 from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader T19 to evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented, e.g. exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words T23 to present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader T24 to summarise in writing the key ideas from a paragraph or chapter
Year 5 Term 1	T22 to read and evaluate a range of instructional texts in terms of their: ■ purpose ■ organisation and layout ■ clarity and usefulness T23 to discuss the purpose of note-taking and how this influences the nature of notes made T25 to write instructional texts and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games
Year 5 Term 2	T18 to understand how authors record and acknowledge their sources T19 to evaluate texts critically by comparing how different sources treat the same information T23 to record and acknowledge sources in their own writing T24 to evaluate their work
Year 5 Term 3	T12 to read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate T13 to read other examples, e.g. newspaper comment, headlines, adverts, fliers, and compare writing which informs and persuades, considering, e.g.: ■ the deliberate use of ambiguity, half-truth, bias ■ how opinion can be disguised to seem like fact T14 to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information

	T15 from reading, to collect and investigate use of persuasive devices, for example words and phrases, e.g. '*surely*', '*it wouldn't be very difficult...*'; persuasive definitions, e.g. '*no one but a complete idiot...*', '*every right-thinking person would...*', '*the real truth is...*'; rhetorical questions, e.g. '*are we expected to...?*', '*where will future audiences come from...?*'; pandering, condescension, concession, e.g. '*Naturally, it takes time for local residents...*'; deliberate ambiguities, e.g. '*probably the best in the world*', '*known to cure all...*', '*the professionals' choice*' T17 to draft and write individual, group or class letters for real purposes, e.g. to put a point of view, comment on an emotive issue, protest; to edit and present to finished state T18 to write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points T19 to construct an argument in note form or full text to persuade others of a point of view and: ■ present the case to the class or a group ■ evaluate its effectiveness
Year 6 Term 1	T11 to distinguish between biography and autobiography: ■ recognising the effect on the reader of the choice between first and third person ■ distinguishing between fact, opinion and fiction ■ distinguishing between implicit and explicit points of view and how these can differ T12 to comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets T15 to develop a journalistic style through considering: ■ balanced and ethical reporting ■ what is of public interest in events ■ the interest of the reader ■ selection and presentation of information
Year 6 Term 2	T15 to recognise how arguments are constructed to be effective, through: ■ the expression, sequence and linking of points ■ the provision of persuasive examples, illustrations and evidence ■ pre-empting or answering potential objections ■ appealing to the known views and feelings of the audience T16 to identify the features of balanced written arguments which: ■ summarise different sides of an argument ■ clarify the strengths and weaknesses of different positions ■ signal personal opinion clearly T18 to construct effective arguments: ■ developing a point logically and effectively ■ supporting and illustrating points persuasively ■ anticipating possible objections ■ harnessing the known views, interests and feelings of the audience ■ tailoring the writing to formal presentation where appropriate

	T19 to write a balanced report of a controversial issue: ■ summarising fairly the competing views ■ analysing strengths and weaknesses of different positions T20 to discuss the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific
Year 6 Term 3	T17 to appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value T19 to review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form T22 to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types

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